

Implementation of Guidance and Counseling Services to Improve Student Well-Being At At-Taubah Islamic Junior High School

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Abstract

This study examines the implementation of Guidance and Counseling (GC) services at SMP IT At-Taubah, an Islamic integrated junior high school in Karawang, West Java. The issue addressed in this research lies in the gap between the ideal goals of school-based counseling to develop students holistically in academic, emotional, social, and spiritual aspects and the practical challenges faced in real educational settings. Using a qualitative descriptive approach, data were collected through observation and semi-structured interviews with one school counselor and three students. The findings show that Guidance and Counseling (GC) services are implemented through three main models: classical guidance, group guidance, and individual counseling, with classical guidance being the most dominant as it is integrated into the school curriculum. Strong support from principals, teachers, and student councils, as well as collaboration with Islamic Education (PAI) teachers, enhances the effectiveness of the program by embedding moral and spiritual values into the counseling process. However, challenges such as limited facilities and students' reluctance to be open remain significant barriers. The study concludes that the success of Guidance and Counseling (GC) services depends not only on counselors but also on collective school participation, fostering an environment that supports students' academic success, character formation, and emotional well-being.

Keywords: Character Development, Guidance and Counseling, Islamic Education; School Collaboration, Student Well Being

INTRODUCTION

Schools serve not merely as places for students to study academic subjects, but also as spaces for personal growth where learners come to understand themselves, engage socially, and develop overall well-being. A quality education process should not focus solely on the mastery of cognitive aspects, but also consider the emotional, social, and spiritual balance of students. Within this context, Guidance and Counseling (GC) services play an essential role in supporting students' holistic development, particularly in helping them address academic, social, and personal challenges encountered within the school environment.

Guidance and Counseling represents a structured and systematic effort to assist students in achieving optimal development according to their individual potential. Through individual, group, and classroom guidance activities, school counselors act as facilitators who help students understand themselves, solve problems, and foster motivation and enthusiasm for learning. (Sasmita et al., 2020) state that Guidance and Counseling (GC) services are not only designed to resolve students' immediate problems but also to nurture independence and decision-making skills. This indicates that Guidance and Counseling (GC) has a direct impact on shaping students' character and self-reliance as they face life's challenges.

Ideally, Guidance and Counseling (GC) programs in schools should provide opportunities for students to develop holistically intellectually, emotionally, socially, and morally. However, in practice, the implementation of these programs still faces various obstacles, including limited facilities, low parental involvement, and a lack of student awareness regarding the importance of counseling participation. Research conducted at (Tanod et al., 2019) revealed that many schools still struggle with inadequate infrastructure, the absence of dedicated counseling rooms, and students' low interest in joining guidance sessions. This highlights a gap between the ideal expectations of Guidance and Counseling (GC) services and their real implementation in schools.

SMP IT At-Taubah, as an Islamic integrated junior high school, adopts a distinctive approach to implementing Guidance and Counseling (GC) services. The school not only emphasizes academic achievement but also integrates Islamic values into every counseling activity. In this setting, counselors serve not only as professional mentors but also as spiritual guides who help students achieve harmony between intellectual competence and faith-based values. This approach aligns with (Prada, 2025), who argues that faith-oriented Guidance and Counseling (GC) services strengthen students' moral character and foster spiritual awareness that positively shapes their daily behavior. Hence, the success

of Guidance and Counseling (GC) is not merely reflected in problem resolution but also in the development of morally grounded, emotionally balanced, and spiritually conscious individuals.

In practice, GC services at SMP IT At-Taubah include classical (classroom), group, and individual guidance sessions. Counselors strive to create an open, comfortable atmosphere where students can express themselves freely without fear of judgment. Classical guidance is usually delivered in classroom settings to discuss current school related issues such as peer relationships, learning motivation, and social ethics. Meanwhile, group and individual counseling are carried out to provide deeper assistance to students experiencing personal or academic difficulties. Aminah, Syahrul, emphasize that the success of counseling programs depends heavily on the quality of interpersonal relationships between counselors and students, as well as the integration of Guidance and Counseling (GC) activities with daily educational processes in schools.

Student well-being, which serves as the main goal of Guidance and Counseling (GC), encompasses a state in which learners experience emotional stability, self-confidence, and positive interaction with their social environment. Through counseling, students are guided to recognize their potential, develop empathy, and strengthen their ability to cope with academic and social pressures. Within the framework of Islamic education, this well-being extends beyond psychological dimensions to include spiritual balance cultivated through the consistent internalization of Islamic values such as honesty, responsibility, and compassion toward others.

This study aims to describe the implementation of Guidance and Counseling (GC) services at SMP IT At-Taubah, identify the supporting and inhibiting factors in their execution, and analyze students' perceptions of the role and benefits of these services in enhancing their well-being. Employing a qualitative approach through observation and interviews, this research seeks to provide a concrete picture of how Guidance and Counseling (GC) operates in an Islamic-integrated educational setting.

The findings of this study are expected to yield several benefits. For the researcher, it provides valuable insights into how counseling theory is applied in real educational contexts. For the school, it offers a basis for evaluating and improving the effectiveness of Guidance and Counseling (GC) programs, particularly by strengthening collaboration between counselors and subject teachers, including Islamic Education teachers. For school counselors, the study serves as input for developing innovative and adaptive counseling strategies that align with students' needs. For students, it is hoped that this study fosters greater awareness of the importance of counseling as a supportive medium for self-development and personal well-being. Ultimately, this research seeks to reinforce the role of Guidance and Counseling (GC) as an integral part of Islamic education systems focusing on character formation, psychological well-being, and spiritual balance among learners.

METHOD

This research employed a qualitative descriptive approach through direct observation and semi-structured interviews to explore the implementation of guidance and counseling services at SMP IT At-Taubah. The study involved one school counselor and three students who were directly engaged in the counseling process. The counselor, Eka Mardiah, S.Psi., a graduate of Universitas Buana Perjuangan (UBP) Karawang, has been serving at the school for over two years and plays a significant role in designing, implementing, and evaluating its counseling programs. The student participants Muhammad Rifki, Rai'fki, and Moza, from grade IX A were purposively selected as they represent learners with adequate experience and understanding of the benefits and impacts of the school's guidance and counseling services.

The study took place on Thursday, September 11, 2025, from 10:00 to 11:00 AM (WIB) at SMP IT At-Taubah. This time was selected because it coincided with a calm period of the school schedule, ensuring that observations and interviews could be conducted without interrupting classroom learning. The data collection process consisted of two main techniques: observation and interview. Observation was conducted to examine the counselor's activities, the students' responses, and the overall environment that supported the implementation of counseling services. Semi-structured interviews were carried out with both the counselor and the selected students to obtain more in-depth information regarding the procedures, challenges, and students' perceptions of the services provided.

The collected data were analyzed using qualitative thematic analysis, where the researcher categorized information based on recurring patterns and emerging themes relevant to the research focus. Each transcript from observations and interviews was reviewed carefully to ensure the credibility, reliability, and validity of the findings. Throughout the research process, ethical considerations were strictly observed. All participants provided informed consent prior to data collection, and their identities were kept confidential to protect privacy. This methodological design was developed to ensure transparency and replicability, allowing future researchers to reproduce and build upon the findings presented in this study.

HASIL DAN PEMBAHASAN

SMP IT At-Taubah is a private Islamic junior high school under the supervision of a local educational foundation. It is located at Jl. KH Ahmad Dahlan No. E/4, Kaum 1, Karawang Kulon, West Karawang District, Karawang Regency, West Java Province. Established in 2020 under the Decree No. AHU-0002198.AH.01.04.Tahun 2020 and officially licensed on November 5, 2020, the school was founded as an integrated Islamic educational institution that combines the national curriculum with strong Islamic values.

As an integrated Islamic school, SMP IT At-Taubah emphasizes not only academic achievement but also the development of students' character and mental well being. One of the key efforts in realizing this mission is through the implementation of Guidance and Counseling (GC) services, which play a crucial role in assisting students to deal with various challenges related to learning, personal issues, and social interactions.

Strategically located in the West Karawang area, the school is committed to providing quality education while nurturing Islamic character formation. The presence of the Guidance and Counseling (GC) service further strengthens this mission by fostering a supportive, comfortable, and holistic learning environment that enhances students' overall well being.

Table 1. Interview with the Guidance and Counseling Teacher

No	Question	Teacher's Answer Guidance and Counseling
1	Could you tell us how the guidance and counseling services are run on a daily basis at this school?	"The guidance counselor explained that guidance counseling services at this school are provided daily. They have their own lesson hours, which are scheduled within the school curriculum. In a single day, the guidance counselor typically teaches two lessons in two different classes. The material presented is flexible and tailored to current issues within the school environment. Thus, the guidance counseling process is not solely focused on theory but also responsive to the students' current conditions and needs."
2	What Guidance and Counseling (GC) programs are currently running this year?	There are three main guidance and counseling programs currently running at this school: • Classical Guidance, which is a regularly scheduled classroom guidance and counseling activity. The material discussed relates to relevant issues in the school environment, such as promiscuity (dating within the school environment), bullying, smoking, and others. • Group Guidance, which aims to provide motivation and guidance within a group. Its primary focus is helping students deal with social issues at school, such as conflicts between friends or study group dynamics. • Individual Guidance, which is provided to students experiencing personal problems. This service is not limited to "troubled" students but is also open to anyone who wants to share or consult with them about personal problems, social relationships, or issues at home.
3	How do guidance counselors typically interact with students who need help?	"When dealing with students who need help, guidance counselors often use an individual guidance approach. Students are given the freedom to express their concerns without fear of judgment or disclosure. The guidance counselor acts as a good listener but also strives to help find the best solution for the student. The main goal of this approach is to create a safe space for students to open up."

4	What guidance and counseling services do students use most often?	"The service most frequently used by students is classroom guidance, as it has a fixed schedule and is offered weekly. All students receive materials from the guidance counselor, so this service covers all students at the school."
5	Who is involved in supporting Guidance and Counseling (GC) activities?	Support for guidance and counseling services comes from various school elements, including: • Principal • Teachers • Students (especially student council members) • Administrative and security staff (Satpam) They participate in observing, providing information, or reporting any problems within the school environment to the guidance and counseling teacher so that they can be addressed immediately.
6	If a student is having problems, what steps does Guidance and Counseling (GC) usually take?	"If a student is experiencing problems, the initial step taken by the guidance counselor is to observe the student's behavior directly or based on reports from subject teachers, homeroom teachers, or other parties at the school. Afterward, the guidance counselor will call the student for individual counseling, where the student is given the opportunity to share and express the problems they are facing. During this counseling process, the guidance counselor strives to create a comfortable and safe atmosphere so that the student does not feel stressed or afraid. After gaining a sufficient understanding of the student's problems, the guidance counselor will provide guidance, motivation, and solutions appropriate to the student's situation. If the problems are complex or related to circumstances outside of school (such as family issues), the guidance counselor may involve the student's parents or guardians, and, if necessary, will also coordinate with other relevant parties. The entire process is conducted confidentially, professionally, and oriented towards the student's well-being."
7	What factors support the smooth running of Guidance and Counseling (GC) services?	Some of the main factors that support the smooth running of Guidance and Counseling (GC) services at this school include: • Students' openness and awareness to participate in guidance and counseling services and willingness to be open about the problems they face. • Support from teachers, both in the form of reporting cooperation and open communication with BK teachers.
8	What is the biggest challenge in implementing Guidance and Counseling (GC) services?	"The biggest challenge facing guidance and counseling teachers is building student awareness. While guidance and counseling may seem simple in theory, in practice, fostering awareness in students, encouraging them to change, be open, and care for themselves and their environment, requires a long process and a sustained approach."
9	How is the collaboration between subject teachers (including PAI teachers) and Guidance and Counseling (GC)?	"Collaboration is fostered through a reporting mechanism. For example, when a subject teacher observes a marked change in a student's behavior or attitude, such as a normally cheerful student suddenly becoming quiet or gloomy, the teacher will report it to the guidance counselor. The guidance counselor will then follow up through individual counseling sessions to explore the cause of the change and provide the necessary

assistance."

10	What advice do you have for prospective student teachers to be better prepared to understand and collaborate with guidance and counseling services?	"Subject teachers, including student teachers, are expected to monitor students' overall development, not only academically but also socially and emotionally. If any problems are identified, teachers are expected to immediately coordinate with the guidance counselor to ensure the student receives appropriate treatment. Good collaboration between subject teachers and guidance counselors is key to creating a healthy and conducive learning environment."
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Table 2. Results of the Interview with Students

NO	Question	Student Answers At-Taubah Islamic Junior High School
1	In your opinion, what is the role of Guidance and Counseling (GC) in this school?	Moza's student response: "I think the role of the guidance counselor at this school is quite important. The guidance counselor can be a place to talk about problems, whether they're related to schoolwork or relationships with friends. This way, students have a safe place to listen."
2	Do you know what services Guidance and Counseling (GC) provides? How did you find out?	Muhammad Rifki, a student, answered: "I know there are individual counseling services, group guidance, and guidance on learning methods. I learned about this from the guidance counselor's explanations in class, and it's also sometimes announced on the school bulletin board."
3	Have you or a friend ever consulted a guidance counselor? What was your experience like?	Rai'fki, a student, answered: "Yes, I consulted with a guidance counselor once when I was confused about choosing a major for high school. It was a good experience because the guidance counselor was friendly and gave guidance that made me feel calmer."
4	If you ever face a problem, do you feel that Guidance and Counseling (GC) can help?	Student Moza's answer: "I'm sure I can, because the guidance counselor usually provides solutions tailored to the student's situation. So if there's a problem, I'll definitely try going to the guidance counselor first."
5	What are your hopes for Guidance and Counseling (GC) services to be more beneficial for students?	Student Muhammad Rifki's response: "In my opinion, the guidance and counseling services at our school are already quite excellent, as they can help students in many ways. My hope for the future is that the guidance and counseling services can be maintained and even improved, for example by adding a wider variety of guidance activities so that more students can benefit."

Key Findings and Brief Analysis

1. Key Findings

a. Support

From the interviews and observations, it was evident that the Guidance and Counseling (GC) services at SMP IT At-Taubah enjoy strong backing from all school stakeholders. This support spans beyond the principal and teaching staff to include students especially members of the student council (OSIS) as well as administrative office staff and security guards. Each of these groups plays a proactive role in creating a school environment that sustains counseling services. For instance, subject teachers contribute by reporting changes in students' behavior or emotional states in the classroom, while OSIS members often act as a bridge, conveying their peers' concerns to the Guidance and Counseling (GC) teacher. This widespread involvement signals that the Guidance and Counseling (GC) system at SMP IT At-Taubah operates via a collaborative approach. In other words, the responsibility for student welfare does not rest solely on the Guidance and Counseling (GC) teacher but has become part of the

shared culture of the school. This finding aligns with (Rizai et al., 2022) The Islamic Education (PAI) teacher also has a vital role: by embedding moral and spiritual values in students, they assist the Guidance and Counseling (GC) teacher in identifying changes in behavior and in strengthening character, thereby contributing to a more holistic counseling process.

Hence, it can be concluded that the strong support from various school elements is a key factor that enhances the effectiveness of Guidance and Counseling (GC) services. When all parties share the same awareness and concern for student welfare, the counseling services can run more optimally, continuously, and in harmony with the Islamic values that underpin the school.

b. Challenges

On the other hand, the interview results show that, in practice, the Guidance and Counseling (GC) teacher confronts a number of complex challenges. Conceptually, Guidance and Counseling (GC) services are designed to provide a safe and open space for students to share feelings and seek solutions to encountered problems. However, the on-site reality demonstrates that not all students are ready to engage actively. Some remain closed off, are reluctant to reveal personal issues, or do not yet realize they have problems requiring assistance. This condition implies that building student awareness and trust is not instantaneous but requires time, a patient approach, and consistency from the Guidance and Counseling (GC) teacher.

This finding is consistent with (Ningrum & Daulay, 2024), who reported that many students tend to be hesitant in expressing their emotional difficulties, which often delays the counseling process. Additional challenges arise from limited time and facilities, which sometimes force the Guidance and Counseling (GC) teacher to adjust strategies in order to effectively reach all students. Similar constraints were also highlighted by (Prada, 2025), who noted that inadequate infrastructure and heavy counselor workloads can significantly affect the effectiveness of school-based counseling programs.

In the context of an integrated Islamic school, such challenges also involve how to integrate religious values into the counseling approach without undermining its psychological and humanistic aspects. Therefore, Guidance and Counseling (GC) teachers must continuously develop creativity and sensitivity in their interactions with students so that the services they provide not only address problem-solving but also proactively foster personal growth and prevention. In doing so, Guidance and Counseling (GC) services become a character-building platform that not only improves behavior but also forms resilient, morally upright, and competitive individuals ready to face future life challenges.

c. The Role of the Islamic Education Teacher

The Islamic Education (PAI) teacher holds a very special and meaningful role in the school environment. Beyond teaching religion as a subject, the PAI teacher is deeply involved in nurturing students' moral and spiritual character. Within the framework of the Guidance and Counseling (GC) services, the PAI teacher serves as a bridge that connects spiritual, ethical, and emotional dimensions of student development. In practice, the PAI teacher observes students' behavioral changes both inside the classroom and during religious activities, reinforces moral and religious values as the foundation of their character, and reports any signs of concerning behavior to the Guidance and Counseling (GC) teacher for follow-up action. As (Ulfah & Tsaury, 2021) point out, the PAI teacher's presence helps ensure that moral education and counseling are not separate efforts, but rather integrated paths toward forming students who are emotionally balanced and spiritually aware.

Therefore, the PAI teacher's role goes far beyond academics it is preventive, developmental, and deeply humane. They help create a school culture rooted in compassion, discipline, and faith, ensuring that the guidance process reflects both intellect and integrity. Through collaboration with the Guidance and Counseling (GC) teacher, the PAI teacher strengthens character education, helping students become not only knowledgeable but also wise and emotionally mature individuals.

d. Character Development and Counseling Service Models

In this sense, the teacher's role extends far beyond academic instruction it also embraces preventive and educational functions in shaping students' character. Through planned guidance and an empathetic approach, teachers contribute not only to students' intellectual growth but also to their emotional, moral, and spiritual development. Preventive efforts are reflected in how teachers cultivate early awareness of right and wrong, helping students recognize and manage their behavior before problems emerge. Meanwhile, the educational aspect lies in guiding students toward understanding the deeper meaning behind their actions, encouraging responsibility, empathy, and self reflection as essential parts of their moral journey (Sasmita et al., 2020).

Models of Guidance and Counseling Guidance and Counseling (GC) Services

Based on interviews and field observations, three main models of guidance and counseling services were found to be implemented at SMP IT At-Taubah: classical guidance, group guidance, and individual counseling.

- 1) Classical Guidance is conducted regularly according to the school schedule and involves all students in a class. The sessions usually address relevant issues such as bullying, social behavior, and smoking habits. This form of counseling is considered highly effective because it reaches all students equally and integrates moral and

psychological discussions into the formal curriculum. As noted by Rizai and (Rizai et al., 2022), classical guidance can also serve as a foundation for character education, fostering empathy, discipline, and social responsibility.

- 2) Group Guidance focuses on strengthening students' motivation, teamwork, and social problem-solving. It provides an interactive platform where students can learn to listen, respect, and support one another while developing communication and empathy skills. (Sasmita et al., 2020) emphasizes that group guidance creates a positive and collaborative learning climate that supports both emotional growth and peer understanding
- 3) Individual Counseling provides a more personal and safe space for students to share their private experiences and feelings without fear of being judged. In this model, the counselor builds trust through genuine empathy and active listening, which helps students gain self-awareness and emotional stability (Ulfah & Tsaur, 2021). found that individual counseling significantly enhances students' confidence and self-control, making it a crucial aspect of their personal development

Among these three, classical guidance is the most frequently practiced model because it is integrated into the school curriculum. However, the effectiveness of Guidance and Counseling (GC) services depends not only on the counseling model itself but also on the level of support and awareness among students and the wider school community. Counselors and teachers must therefore remain patient, consistent, and adaptive, adjusting their approaches to suit students' individual characteristics and psychological readiness (Rizai et al., 2022).

2. Brief Analysis

a. Comparison

Guidance and Counseling (GC) services are conceptually in philosophical, psychological, socio-cultural, religious, and scientific (science and technology) foundations. These underpinnings establish GC not just as a technical activity, but also as a key part of a humanistic effort to fully develop students' potential physically, mentally, and spiritually. Aryani et al. (2023) state that the Guidance and Counseling (GC) approach serves as the basis for professional counseling practice, guiding counselors in selecting the best strategy based on individual needs and socio-cultural context. This theory emphasizes the importance of balancing cognitive, affective, social, and moral aspects in every intervention (Aryani et al., 2023).

However, in school implementation, the psychological approach tends to focus on individual counseling services centered on self understanding and behavioral change. Meanwhile, the social approach is demonstrated through cross-party collaboration, such as working with subject teachers, student councils, and non-educators (like security guards), to foster a conducive school environment. This mirrors the findings of Amanah et al. (2023), who highlight that the effectiveness of Guidance and Counseling (GC) services relies heavily on the synergy between various school elements. They stress that the development of students' potential can only be achieved if Guidance and Counseling (GC) counselors operate within a collaborative network that pays attention to both social dimensions and individual development.

b. Types Of Guidance and Counseling (GC) Services

In terms of service types, Guidance and Counseling (GC) theory states that all forms of service classical guidance, group guidance, and individual guidance hold equal urgency. Each has a complementary function: classical services for general development, group services for the formation of social dynamics, and individual services for personal handling. As mentioned by Amanah et al. (2023), the Ministry of Education and Culture's policy regulates nine main forms of Guidance and Counseling (GC) services, yet the three core formats (classical, group, and individual) remain the main axis of student personality development (Amanah et al., 2023).

Although the theory places the three services on an equal footing, real implementation in schools shows that classical guidance remains the most dominant. This occurs because it is directly linked to the curriculum structure and school schedule. Guidance counselors usually use special class hours to deliver classical self-development material, while group and individual services are conducted incidentally or based on student needs. This finding is reinforced by Aryani et al. (2023), who explain that the application of counseling theory in schools often adapts to time constraints, student numbers, and administrative burdens, making classical services the most efficient option despite reducing the personalization of student guidance (Aryani et al., 2023).

c. The Role Of Islamic Teacher

Theoretically, guidance counseling is expected to integrate philosophical, psychological, social, religious, and scientific values into services that are equal between classical, group, and individual guidance. However, in practice, psychological and social approaches are more prominent, while classical services dominate because they are integrated into the formal curriculum.

This indicates a gap between theoretical idealism and practical reality, where ideally Guidance and Counseling (GC) services should be holistic and personalized, but field practice emphasizes time efficiency and the integration of the education system (Amanah et al., 2023).

CONCLUSION

The findings of this study reveal that the implementation of Guidance and Counseling (GC) services at SMP IT At-Taubah has been relatively successful in enhancing students' overall well being across academic, psychological, social, and emotional dimensions. The services encompass classical, group, and individual guidance, with classical guidance being the most prominent due to its regular inclusion in the school curriculum. Strong institutional support from the principal, teachers, student council (OSIS), administrative staff, and security personnel contributes significantly to the program's effectiveness. Moreover, collaboration with Islamic Education (PAI) teachers adds a spiritual and moral dimension that further strengthens students' character formation. Nevertheless, certain challenges remain, such as limited facilities and the lack of student awareness and openness in counseling sessions. These challenges indicate that the effectiveness of Guidance and Counseling (GC) services depends not only on the counselor's role but also on the active participation of the entire school community, parental involvement, and students' willingness to engage in the process.

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